



REQUEST FOR ASSISTANCE (RFA) FORM INTAKE INTERVIEW LOG

<u>Date:</u> 1/24/18	<u>Interviewer:</u> Lafayette Baker	RFA #18 – 09
<u>Name of Person(s) Requesting Assistance:</u> [REDACTED]		
<u>Contact Numbers (telephone, e-mail, etc.):</u> [REDACTED]		
<u>Status of Person(s) Interviewed (title, position, student status, etc.):</u> Student		
<u>Requested Assistance Pertaining To (name, position, policy, project, etc.):</u> Professor [REDACTED]		

To the best of your knowledge, please fill out the following:

Interviewee Status: Male ☐ Female ☒ Administrator ☐ Faculty ☐ Staff ☐ Student ☒
 Concern Regarding: Male ☒ Female ☐ Administrator ☐ Faculty ☒ Staff ☐ Student ☐

Category: *(Please check at least one)*

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|--|--|---|-------------------------------------|--|
| <input type="checkbox"/> Age | <input type="checkbox"/> Color | <input type="checkbox"/> Creed | <input type="checkbox"/> Disability | <input type="checkbox"/> Veteran Status |
| <input type="checkbox"/> Marital Status | <input type="checkbox"/> National Origin | <input checked="" type="checkbox"/> Race | <input type="checkbox"/> Religion | <input type="checkbox"/> Retaliation |
| <input type="checkbox"/> Sex/Gender | <input type="checkbox"/> Sexual Harassment | <input type="checkbox"/> Sexual Orientation | <input type="checkbox"/> Employment | <input type="checkbox"/> Genetic Information |
| <input type="checkbox"/> Gender Identity or Expression | | | | |

Time Line		
Date	Item	Comments
1/24/18	LB met with [REDACTED]	<p>LB explains the EO Office Resolution processes, including differences between the informal resolution process and filing a formal discrimination complaint. LB also discusses the EO Office's limits on confidentiality (including the Public Records Act) and the prohibition against retaliation, as well as resources and reporting options. [REDACTED] indicated she did not want to file a formal complaint and that she wanted an informal resolution.</p> <p>[REDACTED] explained that Winter quarter 2018, she enrolled in [REDACTED] with Professor [REDACTED]. On 1/11/18, she said Professor [REDACTED] used the terms "Indian" and "Red Readings," 6 to 12 times without contextualizing the terms for the class. [REDACTED] identifies as Native American, and was offended by his statements. She explained that calling Native things red is very offensive.</p>

		<p>██████████ explained that on 1/16/18, Professor ██████████ was late to class. When he arrived, he said, "Ever since I been teaching ██████████, I have been on Indian time." And he laughed at his joke ██████████ found the joke offensive.</p> <p>On the same day, they read several reading by indigenous scholars and wrote about the text. He continued to use the term Indian during the class, and started telling a stories about "Eskimos." He used the term Eskimo 4 or 5 times while talking about language. ██████████ was offended by the use of the term Eskimo. She believes after a professor introduces it, there is no reason to use the term Eskimo more than once.</p>
1/31/18	██████████ emailed LB for and update	
2/2/18	LB called ██████████	LB told ██████████ he will meet with SGS, and contact her when he has more information.
2/5/18	SGS and LB called ██████████ ██████████	SGS and LB called Dr. ██████████, Professor ██████████ Department Chair, and explained that ██████████ came to the EO office regarding several issues concerning Professor ██████████. Dr. ██████████ stated that ██████████ spoke to her about this situation. SGS and LB told Dr. ██████████ that they would set up a meeting with Professor ██████████. 123
2/6/18	LB called and emailed ██████████ ██████████	Regarding setting up a meeting with LB and SGS.
2/8/18	██████████ called LB	LB explained that a student in Professor ██████████ class had raised a concern with the EO Office, and LB and SGS would like to meet with him. Professor ██████████ explained that he would talk to his department chair and call LB back.
2/12/18	LB called ██████████ ██████████	LB left a voicemail.
2/13/18	LB called ██████████ ██████████	LB requested that Dr. ██████████ ask Professor ██████████ to call EO to schedule a meeting
2/13/18	LB called and email ██████████ ██████████	
2/14/18	██████████ called LB	LB provided ██████████ with an update, and gave her the number for the Counseling Center because ██████████ indicated that this situation is very emotional for her.
2/15/18	LB emailed ██████████	
2/15/18	██████████	Professor ██████████ explained that he will be meeting with his Union Rep next week, and he will call EO to set up a meeting

	called LB	after meeting with his Union Rep.
2/16/18	LB and SGS met with [REDACTED] and Rich Brown	<p>SGS explained the EO Office's Resolution processes "Protocol" (see above).</p> <p>Professor [REDACTED] explained that the class was reading from indigenous scholars, and terminology was being discussed in the class. The indigenous scholars writes about "Indian episodes," and "Red Readings." He was quoting from the syllabus and the readings, and it was an example of doing a "Red Reading." He clarified that these are not his terms, these are indigenous scholars' terms.</p> <p>Professor [REDACTED] explained that his class is taught in an indigenous way, using indigenous models and paradigms. It is set up as a community, talking about indigenous theories. On the 1/11, they went over terminology in class.</p> <p>Professor [REDACTED] expressed feeling badly and hurt that [REDACTED] didn't feel comfortable coming to him to talk about the situation. He also said he never used the term "Indian time" in class.</p>
2/20/18	LB emailed [REDACTED]	LB confirmed a Monday, 2/26 1pm meeting with Professor [REDACTED] and Dr. Brown
3/5/18	[REDACTED] called LB	LB provided [REDACTED] with an update..
3/5/18	LB called Rich Brown	Dr. Brown explained that the 2/16/18 meeting with Professor [REDACTED], LB, and SGS touched a nerve for Professor [REDACTED] regarding some unrelated personal issues. Dr. Brown also indicated that Professor [REDACTED] is ready to make some of the changes to his syllabus, and follow some of the recommendations made by [REDACTED] to resolve this informal resolution.
3/5/18	SGS and LB met with [REDACTED] and Rich Brown	<p>LB talked to Professor [REDACTED] about [REDACTED] preferred outcomes. Professor [REDACTED] explained terminology would generally be a first day discussion, but he missed the first part of class. He indicated he is willing to make a point to go over terminology, and the reason why he uses certain words more clearly the first day of class. A lot of the information is in his syllabus regarding language with indigenous terminology.</p> <p>He said he will also add a section about the use of the terms, explaining that these are all Native American scholars' terms. The syllabus has all the titles of the works they go over.</p> <p>Also, after he reviews the material in class, the next part of the normal process is a signing of a contract. For his students, he tries to help them understand that this is a safe environment. Because of the nature of the course, and some issues they discussed, they need discuss it thoroughly in class.</p>

		<p>He said he will also help provide clarification to his students in the future. The day after [REDACTED] dropped the course, he said the class had a discussion about terminology and went through what terms he was going to use. Professor [REDACTED] says he wishes [REDACTED] could have stayed in the course. There was a disconnect about exactly what she was worried about, and what she came in the EO Office about. He said it is disheartening that she dropped the course.</p>
3/9/18	LB met with [REDACTED]	<p>LB explained to [REDACTED] that he and SGS had very productive meeting with Professor [REDACTED]. LB explained that Professor [REDACTED] indicated that it would be a first day discussion regarding use of terminology in the course and that he is willing to make a point to go over this more clearly. LB explains that Professor [REDACTED] said he will add a section about the use of terms, explaining that these are all Native American scholar's terms in order to provide clarification to the students in the future.</p> <p>[REDACTED] stated that we are all coming from different background, and having these important conversations. She also said it is important to have a space for students to voice their concerns, or even use note cards where students can write down their concerns anonymously. She believes that having that space for students to voice their concerns without standing up in class, or even coming to the office is important. A lot of students may not be strong enough to voice their concerns in class or office hours. This is taking the students concerns into account, and the teacher can understand the student's feelings.</p> <p>She said she comfortable with where this is currently, and she appreciates the work the EO Office did for her.</p>
3/12/18	LB called [REDACTED]	<p>LB explained to Professor [REDACTED] that he had a nice meeting with [REDACTED]. LB said that [REDACTED] wanted to share with him that it is important to have a space for students to voice their concerns, or even note cards where students write down their concerns. She also said she was comfortable with where this is currently, and she appreciated the work that EOO did for her.</p> <p>Professor [REDACTED] indicated that he thought [REDACTED] recommendation about the note cards was an excellent recommendation.</p>
5/2/18	[REDACTED] called LB	<p>[REDACTED] explained that she has been going to [REDACTED] meeting, and several [REDACTED] students have shared concerns about Professor [REDACTED]. She indicated that they have been working</p>

		<p>with their faculty advisor [REDACTED] regarding their concerns.</p> <p>LB explained that the EO Office is available for any of the students who have concerns regarding Professor [REDACTED] [REDACTED]. [REDACTED] explained that she will be talking to the students again, but she wanted to notify the EO Office because she worked with EO last quarter regarding Professor [REDACTED]. LB thanked [REDACTED] for the call.</p>
		<p>** End of RFA #18-09 **</p>